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Vol. 120 FEBRUARY 1, 1937 No. 3

ANNUAL PRE-CONVENTION NUMBER

Public Education in New Orleans

CAROLINE S. PFAFF

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OFFICE OF PUBLICATION: Six Park Street, Boston, Mass.

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THE JOURNAL OF EDUCATION is published the first and third Mondays in each month, September to June, inclusive, by New England Publishing Company, Six Park Street, Boston. Subscriptions in the United States, $2.00 a year; Canadian postage, 50c; Foreign postage, $1.00. Entered at Postoffice in Boston, Mass., as second class matter.

Index to Journal of Education is published annually with the last issue in December. The contents are listed in Education Index.

The Editors Say...

With every available hotel room spoken for well in advance and hundreds of rooms in private residences called into service, the yearly gathering of the nation's school administrators booked for New Orleans the week of February 21 promises to be one of the best attended in years. Our guess is that New Orleans will give a fine exhibition of Southern hospitality, and that everybody will be accommodated and made comfortable and very much at home, though in a city that is different from any other in America.

We are happy to emphasize New Orleans and the Superintendents' meeting through this "Annual Pre-Convention Number."

•

In this issue we have the pleasure of presenting an estimate of Horace Mann which has been compiled from various writings of our late editor, A. E. Winship. Dr. Winship was a great admirer of the famous Massachusetts educator, and wrote a "Life of Horace Mann," which was published in book form but is now out of print. From this and various articles by the same biographer that appeared from time to time in this magazine, we have pieced together a sketch that will be unique among the testimonials of the present Horace Mann Centennial Celebration. We believe many of our readers will enjoy this reprinting of Mann material having the characteristic Winship flavor.

•

Be sure to read "Press Forward with *New Books*"—then do your part in overcoming the monstrous book-poverty which has fastened itself so strongly upon most of our schools.

•

We are pleased to note an increased interest in professional journals—including our own Journal of Education. If you find this magazine helpful, tell your friends about it.

A new type of science course for the upper grades of senior high schools

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The JOURNAL of EDUCATION

ANSON W. BELDING, *Editor*

Volume 120 | Boston, February 1, 1937 | Number 3

World at Lessons

Hilltop of a Century

THERE is nothing intrinsically sacred about a hundred years; nothing in the nature of things to justify our holding centennials, bicentennials and tricentennials. But we have the habit. And it isn't a bad habit either.

The passing of a hundred years gives us a convenient vantage point from which to look back and assess the importance of some event or personality. This looks much clearer in the perspective of the years than at the time it occupied the stage. That which seemed important at the time has faded out of the picture.

Horace Mann, a century after his pioneering thought and toil and conflict in behalf of a more effective system of education, looms higher than ever before. Nor is it on Mann's own account that this anniversary should be marked. It is on account of his ideas and ideals, and the necessity that they be kept before ourselves and all our fellow citizens.

The message is far greater than the apostle chosen to deliver it.

• • •

"Sit Down" Strike

TRULY a bright invention was the sit-down strike. When employees, instead of quitting their posts at bench or desk or machine, deliberately stay on the premises day and night, though refusing to do any work, they pretty successfully halt operations. No other workers can be brought in to take their places, because there are no vacant places to be taken. All seats are full.

Moreover, a sit-down strike in one department of a plant may easily halt production in all other parts; so inter-related are the operations of a well organized business today.

Yes—the sit-down strike was a bright idea.

The question is: "Wasn't it a little too bright to be allowed?"

A form of strike which enables a small group of workers to force ten or a hundred times as many other workers to become idle, is not only an effective but a dangerous weapon. It is just as dangerous to organized labor as to capital.

Strikes of the traditional pattern hold vast possibilities of harm even to those who use them. Strikes are crude weapons, at best. Workers are often drawn into them by unwise leaders who exercise pressure amounting almost to coercion. Still—there is at least a semblance of free will about the customary type of strike which is its main justification.

The sit-down strike, on the contrary, creates a form of tyranny. The small group of sit-downers become self-appointed dictators.

The sit-downers virtually take possession of the property belonging to other persons. Seizure of industry by the workers is favored by syndicalists and communists. Thus far it has not won the support of those who believe in democracy.

The sooner and the harder our social order sits down on the sit-down strike, the better for all concerned.

• • •

Robbing Ourselves

HOTEL keepers will tell you that their yearly loss from thieving by guests is a very large item.

A young married woman recently gave a clue to the psychology that sometimes accompanies these thefts. She admitted to a friend—"in confidence," of course—that she and her husband made it a point, whenever they dine at a hotel, to take home a napkin or a piece of silver; because, said she, the hotels charge outrageous prices, and if they are going to rob us we might as well rob them. It only evens things up a little.

What is wrong with that reasoning?

In the first place, it overlooks the general or public interest. One reason the hotels charge so much is that there is so much stealing; so much wastefulness by employees and patrons. How many hotel guests bother to turn out lights when they leave the room? How many of them are as careful about cigarette ashes as they would be at home?

Guests who help themselves to articles of value belonging to a hotel or other institution of a semi-public or public character, lack a well developed social consciousness.

It might pay us all to ask ourselves the question: "Who are *the public?*" As individuals we step out of that important body whenever we put our own

immediate self-interest ahead of the general interest. We may believe in the importance of laws regulating highway safety. But as soon as we are caught violating such laws, we bethink ourselves of some friend whose influence can get us out of our trouble. Thus we proceed to tear down the very laws we require for our own security.

If we pursue this line of thought far enough, we shall discover why it is that the public welfare is so frequently inarticulate, feebly represented. Individual and group desires are so much more active and insistent that the public has to take what's left.

How would it be for all of us to remain loyal to the public, not some of the time, but all the time?

Press Forward With *New* Books!

By ANSON W. BELDING

THE turn of the road from depression to recovery finds thousands of schools throughout the United States handicapped with worn-out and outworn books.

Pupils and their teachers have struggled along patiently during a series of lean years, getting on somehow with such materials as hard times provided.

Administrators, teachers, parents, and any other citizens who may have taken the trouble to investigate, know that books in the average schoolroom are in a deplorable condition. They are inadequate in number. They consist of old and varying editions. Covers are torn and damaged. Pages are loose or missing altogether. Continuous handling has caused an accumulation of dirt which offends the sensibilities of decent persons and menaces health, as those soiled relics of a poverty-stricken era are transferred from desk to desk and home to home.

Worse still, perhaps, the contents are outmoded. Much of the information is stale or no longer true. Many of the techniques are obsolete.

Such out-of-date and dilapidated books should be removed from circulation before they do further damage. The longer they are retained in use, the more disgust and loathing they engender in the minds of young people to whom learning should be made attractive.

The Upward Trend of Business

Business throughout the nation has been making definite headway toward that temperate prosperity which its more intelligent readers visualize as its only safe objective. Industry, trade and agriculture are on the upswing.

New equipment is going into factories, business offices and homes. People are replacing old and shabby articles with new and better ones—articles embodying improvements in material, design and workmanship. Individuals everywhere are experiencing the pleasure and the tonic effect of wearing new clothes.

Something of this same stimulus must be passed along to the schools.

Instruction in the schools should not go in tatters any longer.

Not that the schools should try to "keep up with the Joneses." They should merely do what is needed to restore self-respect and permit the sort of effective learning which the conditions of these stirring times demand.

Children should no longer be asked to endure what they no longer need to endure by way of educational deprivation.

The most pressing needs of education must be met.

Misplaced Economy

Scrimping on books for classroom use was never a well-advised procedure. It was adopted as a sort of first aid to distressed budget-makers. Cuts had to be made somewhere, so the axe was laid upon books. Substantial percentages of saving could be shown within this one item—though the aggregate saving in cash was generally not impressive. Books were only two per cent. of the average school budget, even before the cuts were made.

Abundance of Good Material

Remarkably enough, while the demand for books was at its lowest ebb in years, the publishers of

books for school adoption have been extraordinarily busy with planning, selecting and producing a type of text and supplementary reading material that forges far ahead of anything previously available. Thus we have the striking phenomenon, today, of school books exemplifying the most advanced facilities of instruction, ready and waiting to serve the schools the moment these act to avail themselves of this dynamic material.

Parallel with this creation of improved school books, certain forward-moving schools have been experimenting with more flexible ways of utilizing printed matter. The pupils in such schools have been exposed to a wealth of delightfully attractive juvenile literature, to freshly written books of adventure, of achievement, of history, of science—books that become vital and essential parts of the teaching-learning program. Education in such circumstances has seemed to make unusual headway.

Initiative Must Come from Schoolmen

The call for proper school books in adequate numbers is not likely to arise from the citizens, even though many of them have daily opportunity to observe the sort of work-tools the children bring home to study. The call must come from the teachers and administrators of the schools—the persons not only closest to the situation, but most fully alive to the consequences of its continuance.

Teachers should be at the very forefront of the rising demand for more and better books. Up through principals, through superintendents, and even through school committees to the public, if need be, should go the facts and the urgent demand for remedy. The citizens are less likely to balk at the replenishment of books and other instructional equipment than many imagine. School boards and even taxpayers' committees have been known to respond quickly and liberally to a frank, unembellished presentation of the case regarding books, equipment and supplies, by a superintendent—sometimes granting larger sums than he had dared to hope for.

Courageous superintendents are today asking, and receiving.

Big Returns on Small Investment

It would surprise the average citizen or taxpayer to learn how small an additional outlay, judiciously applied to the purchase of needful books, would enable the schools to catch up with the procession, educationally speaking.

An additional one per cent. on most school budgets—an amount so small it could be spared from other items without increase of the total yearly budget—might accomplish amazing transformations in the morale of classrooms and the effectiveness of instruction.

At no other point in the educational process would so small an increment be so amplified in results.

Prices May Be Advanced

One very cogent reason for promptness in the purchasing of desired books is the fact that an increase in school book prices may be in the offing. Publishers have held to earlier prices in the face of rising costs of nearly everything that goes into the making of a book. An advance in prices may soon become imperative. It is significant that the allowance for old books taken in exchange for new ones has already been lowered. Immediate ordering may be wise economy.

Demand plenty of modern texts, supplementary readers and reference books for your schools this year. Make 1937 "New Book Year." Give your Board of Education the facts. Ask for what your schools need. Ask as if you expected to receive. Pull your schools out of the malodorous bookmire. Start now and keep at it until you succeed. Nothing else you are likely to do this year will have so marked an effect in the raising of educational standards and attainments in your city.

REPRESENTATIVE SCHOOL SYSTEMS

New Orleans

By CAROLINE PFAF

District Superintendent of Schools, New Orleans, Louisia

"From education as the leading cause
The public character its color draws."

THE history of education repeated itself in most of the early colonies in what is now the United States of America. There was first the terrific struggle for existence which left neither time, energy nor inclination for school instruction; then came the early religious schools, private schools, and itinerant tutors; next the little red schoolhouse, the progenitor of the American public school; the clearing of forests, great and primeval, where lurked the savage beast or the more cunning red savage; the erection of homes; the fight for food and clothing, and against disease and the constant influx into the settlement of worthless people, trained in the school of life, developed those qualities that give rise to the conception of one of the greatest of American institutions — the Public School. Education in New Orleans was no exception to the rule.

As early as 1724, just six years after the founding of the colony by Bienville, Father Cecil opened a school for boys. He was the first school teacher in what is now the state of Louisiana. Bienville realized that there was great need of some educational training for the girls in the colony. He conferred with Father Beaubois through whose influence the Ursuline nuns were sent to New Orleans as early as 1726 and a girls' school was opened.

When Louisiana passed under the control of Spain, an effort was made to eradicate the French language and culture; for this purpose a Spanish school was established in New Orleans in 1772. With anger and resentment against the alien tongue and people the French refused to patronize th institution, and it soon passe out of existence.

SUPERINTENDENT BAUER

Nicholas Bauer was born in New Orleans; received his early education in the New Orleans Public Schools, and his Master's Degree from Tulane University.

He commenced his career as a teacher in New Orleans. In 1901 he was made Assistant Superintendent. In 1922 he became Superintendent, and has made an enviable record in that capacity.

Mr. Bauer is an untiring worker, vigilant, intelligent and enthusiastic. His long connection with the public schools is proof of the devotion of his people and of the faithfulness of his service.

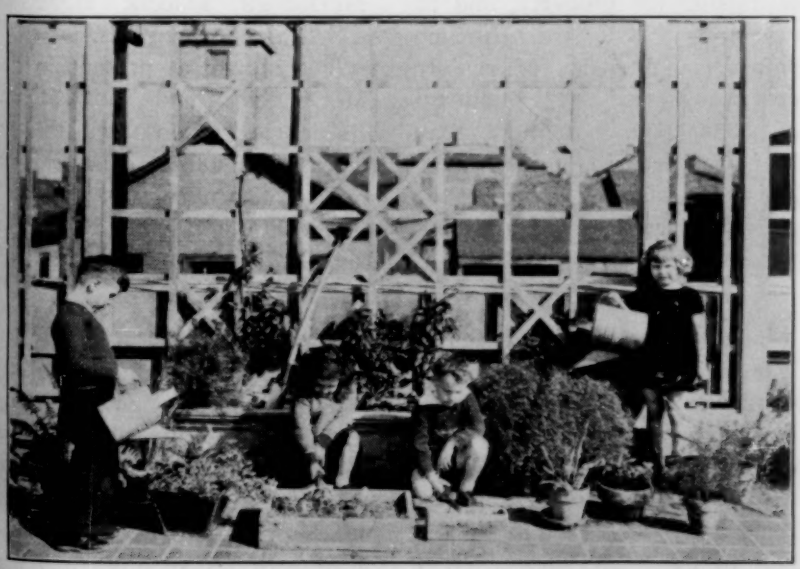
Shortly after the acquisitio of the territory by the youn American republic, a stream o people from the United State poured into the city of Ne Orleans. Soon came the de mand for schools. Privat schools were conducted in th Faubourg Ste. Marie, whic was the American section of th city. These schools held eve ning and summer session American legislators were ver much more interested in th general education of the publi than had been the French o the Spanish. A rather disas trous error, however, was mad by these early lawmakers i their establishment of college and academies instead of ele mentary schools. The bes known of the academies was th College of Orleans, founded i 1805. It was in this institutio that the eminent Louisiana his torian, Gayarre, received hi schooling. Courses of study i these schools were quite compre hensive, including Greek, French Latin, English, Spanish, arith metic, algebra, geometry, me chanics, history, and literature Dancing, music, and fencin were offered to those who coul afford to pay for them. Th life of those students to whom instruction was free was no one of ease. Sunrise foun them at their menial tasks, afte the completion of which a frug breakfast of dry bread was fur nished.

The financial support of thes schools was inadequate and un

certain. In addition to quite small and irregular appropriations made by the Legislature were the funds from two lotteries established for that purpose, and, later, the proceeds from the licensing of several gambling houses. After a life of about twenty years, the school declined. With the appointment as principal of Lakanal, one of those directly implicated in the death of Louis XVI, together with the injudicious regulations governing admission, the school passed out of existence.

What might be designated as the real forerunners of the public schools in New Orleans were the one "central" and two primary schools organized in 1826. Gratuitous instruction was furnished to fifty pupils. Revenues were derived from gambling houses and from theatre licenses.

The idea of self-taxation was so new and strange to the people of Louisiana that the state lagged far behind the other states of the Union in the organization of a public school system. Increasing numbers of Americans from the rest of the United States, however, began to influence sentiment in favor of the free public school and to agitate the question of taxation for school support. In 1841 the Legislature inaugurated the public school system of New Orleans. It was decreed that, "the councils of the different municipalities of New Orleans are authorized and required to establish within their respective limits one or more public schools for the free instruction of the children residing therein, to make such regulations as they judge proper for the organization, admission, and discipline of the said schools, and to levy a tax for the maintenance of the same. Every white child residing in a municipality shall be admitted to and receive instruction therein." At first these schools met with little popular favor; but as time passed, their value came to be realized, and their success was assured. As early as 1844 the American section of the city had three schools which enrolled six hundred fifteen children who were instructed by eleven teachers. One year later the number of schools in that faubourg had grown to six enrolling one thousand twenty-nine pupils. The success of these New Orleans schools was so marked that in 1845 the state legislators organized a similar system and named Alexander Dimitry as the first state superintendent of education. The growth of these two systems of education brought about a need for a normal school. This need was met in 1858 by the establishment in New Orleans of the first normal school in the South.



PORCH—GARDENING ACTIVITY—KINDERGARTEN

The New Orleans Normal School has continued throughout the succeeding years in preparing the embryo teachers for the instruction of pupils of the elementary schools. With the opening of the current session the school changed from a two-year course, which entitled the student to a state teacher's certificate, to the full four-year teacher's college course.

During the Civil War General B. F. Butler, commander of the Federal army of occupation in New Orleans, consolidated the four city school districts under one board and superintendent. With the system of uniform grading and textbooks instituted by him, the adjustment of pupils who moved from one district to another was greatly facilitated.

Following the Emancipation Proclamation, the Freedman's Bureau gave free transportation for teachers and supplies and spent large sums of money for negro schools in New Orleans. Trouble came when the Legislature of 1870 passed a law requiring white schools to admit any negro children who might apply. Not many such admissions were made, but indignation and bitterness did not subside until separate schools for the two races were provided.

Meanwhile, the improved interest and co-operation of a large and influential element of citizens formerly hostile to public education upon an impartial basis, began to produce a favorable effect in restraining parish boards within their functions, in stimulating them in the discharge of their important duties, and in inducing them to levy such taxes as laid the foundation to a more stable and

prosperous system. Profiting by the experiments and failures in the experience of other states in which public schools had been long established, Louisiana inaugurated in 1869 a system of supervision which has continued to grow steadily in favor and efficiency. In 1874 Superintendent Boothby paid tribute to the public school teachers of New Orleans in these words: "They are as faithful, capable and experienced a corps of educators, male and female, as can be found in any state in the Union." There were during that year in the seventy-six public schools of New Orleans 26,251 pupils enrolled; there were 450 teachers employed at the average salary of $67.00 per month; and the total value of schoolhouses, sites, furniture, and so forth was $373,847.

No story of the New Orleans public schools would be complete without a sketch of the eccentric philanthropist, John McDonogh. Spoken of as the "wealthiest individual that ever lived in the Southern country," he never swerved from his well-considered purpose of leaving to the city of New Orleans a legacy for the gratuitous education of children of all races and colors. Had his directions been observed, the "corporation of Harvard University would have been a pauper" compared with the McDonogh school fund of New Orleans and of Baltimore, Maryland. It was expressly and repeatedly provided that no part of the real estate should ever be sold or alienated. It was to be leased, and new lands were to be purchased annually. Since his holdings completely surrounded the city of New Orleans and extended far out into the adjoining and more distant parishes there would eventually have grown up during this process of future acquisition, the greatest landed estate in the world. The fulfillment of

HOUSEHOLD ARTS DEPARTMENT—MILK ACTIVITY
SEVENTH GRADE

the wish was impracticable if not, indeed, utterly impossible.

Instead of attempting to carry out McDonogh's desires, all parties concerned devoted their energies to diverting the fortune from the objects for which it had been amassed. Heirs attempted to set the will aside; Baltimore and New Orleans insisted on the immediate sale of the lands. For five years following the death of McDonogh the history of the fund is one of litigation. Enormous fees were paid to counsel, to experts for appraising the property, and to executors. Of the fortune valued, in that day of rapidly decreasing prices, at a minimum of $3,000,000, not more than half was left in a few years. This was divided between the cities of New Orleans and Baltimore.

•

The first school in New Orleans built from the McDonogh fund was completed in 1857. It was then described as "an elegant two-story brick building capable of accommodating five hundred pupils." The school is still in use. McDonogh No. 6 School (now remodeled and known as the Kohn Commercial High School) was erected in 1873. It is a twelve-room school, containing an office for the principal, eight "hat" rooms, wide halls and staircase and a commodious basement. It is a fine specimen of the ornamental style of architecture then in use, and was erected and equipped at a cost of $16,900. This low figure explains how quickly the city could increase in number of school buildings within a short period of time. There are now twenty-seven McDonogh schools, eight of which are for negroes.

The money at present in the McDonogh Fund is $251,400. Recent legislation fixed this as a sacred amount. The interest only of this money may be used when it shall have reached a sum sufficient to erect a school.

•

Anything like a perfected system of public education, that will include spacious, convenient and attractive school houses and school furniture; experienced, earnest, whole-souled teachers; faithful and wise boards of school directors; well replenished treasuries; and

wisely graded schools that are flexible enough to meet the ever changing social and economic conditions are the result of long years of patient, untiring effort. New Orleans has had its share of both the faithful and of the unprofitable steward.

Before the adoption of the new city charter the schools were governed by a board of seventeen members, one elected from each ward of the city. Each member of the board had the appointment of all teachers to schools in the ward which he represented. Since 1912 the board consists of five members who serve gratuitously and have complete control of the affairs of the public schools. This board is distinct from and, until quite recent years, was entirely independent of the State Board.

The school system includes seventy-six elementary schools of which fifty-two enroll white children and twenty-four enroll negroes. Eleven high schools, of which three are commercial in character, care for the white pupils; while four high schools accommodate the negroes. Nearly two decades ago there was established in connection with public education an industrial school for girls. A handsome building was erected and equipped for the purpose of giving an opportunity to the girls who so desired, to take courses in dressmaking, home economics, commercial design, garment making, and fine laundering. Other courses have been added as the need for them arose. This school, unable longer to find accommodation within the building, will move in February of this session into a handsome structure now nearing completion and adjacent to the Administration Building of the Orleans Parish School Board. The school was made possible by the munificent gift of Louis E. Rabouin and will be known as the Louis E. Rabouin Memorial School. A similar school for boys was built from a bequest left by Isaac Delgado.

A demand was made last session for additional preparation of boys and girls who had completed commercial or academic high schools, but who, because of their youth, or inexperience, or inability to obtain employment would profit greatly by practice in their former studies or by taking up additional work in a new type of school. The Joseph A. Maybin School for Graduates was opened. The courses offered are proving very popular.

The schools are supported by funds derived from the following sources:—

1. A seven mill tax on 85 per cent. of the assessable property of the city.
2. A state appropriation on the number of educable children.
3. Interest on delinquent taxes.
4. The Smith-Hughes Fund.

The total enrollment 1935-1936 was 89,419.

Preview of Convention Program

Superintendents' Meeting at New Orleans February 21-25

SESSIONS begin with the Vesper Service on Sunday afternoon, when Albert W. Palmer, president of the Chicago Theological Seminary in Chicago, will address the assembled school executives on "Walking with God Today." Dr. Palmer is one of the outstanding theologians of his time. His pastorates have included some of the largest churches in the nation, and he has spent much time in foreign travel, including Japan, the Orient, Palestine, and Greece. He is a writer and a teacher as well as a preacher.

The general plan of the program provides for general sessions in the morning and evening, with discussion groups in the afternoon. The tentative General Sessions program follows:—

Sunday, February 21, 3.45 p.m.
Vesper service.
"Walking with God Today"—Albert W. Palmer, president, Chicago Theological Seminary, Chicago, Illinois.

Sunday, February 21, 8 p.m.
Dixie Night.
Episode I—Colonial Days in the South.
Episode II—The War Peril.
Episode III—The New South.
Episode IV—The Idealized Mardi Gras.

Monday, February 22, 9 a.m.
Address of welcome—Nicholas Bauer, superintendent of schools, New Orleans, Louisiana.
Response—J. M. Gwinn, professor of education, San Jose State College, Calif., and past president of Department of Superintendence.
The Meaning of the Exhibits—Homer W. Anderson, superintendent of schools, Omaha, Nebraska.
Building the Profession of School Administration—George D. Strayer, professor of school administration, Teachers College, Columbia University.

A Professional Code for Superintendents—Frederick M. Hunter, chancellor, State System of Higher Education, University of Oregon, Eugene, Oregon.

Monday, February 22, 8 p.m.

Presentation of Honorary Life Membership to John Dewey—John A. Sexson, superintendent of schools, Pasadena, Calif.

Democracy in School Administration—Dr. Dewey.

Address—John W. Studebaker, U. S. Commissioner of Education, Washington, D.C.

The Federal Government and Education—(Speaker to be announced.)

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Tuesday, February 23, 9 a.m.

The Cost of Chance—A. J. Stoddard, superintendent of schools, Providence, R.I., and chairman, Educational Policies Commission.

"The Improvement of Education: Its Interpretation for Democracy" — the 1937 Yearbook.

The Present Social Scene—Harry Elmer Barnes, editorial writer, New York.

The Present Educational Scene—Hollis L. Caswell, George Peabody College for Teachers, Nashville, Tenn.

The Future of Education—Frederick H. Bair, superintendent of schools, Bronxville, N.Y.

First Business Session—Nomination of officers from the floor, reports of committees.

Tuesday, February 23, 8 p.m.

Education for Nationalism—George Norlin, president, University of Colorado, Boulder, Colo.

Can Divergent Views on Educational Theory and Practice Be Reconciled?—Charles H. Judd, head, Department of Education, University of Chicago.

Education for the Middle of the Road—William F. Russell, dean, Teachers College, Columbia University, New York, N.Y.

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Wednesday, February 24, 7.30 a.m.

Complimentary breakfast to the convention under old Dueling Oaks in City Park.

Wednesday, February 24, 9 a.m.

Address—Orville C. Pratt, superintendent of schools, Spokane, Washington, and president, National Education Association.

The Importance of a Point of View in School Administration — Jesse H. Newlon, professor of education, Teachers College, Columbia University.

The Prospect of American Democracy — George S. Counts, professor of education, Teachers College, Columbia University.

The Functions of Secondary Education — Thomas H. Briggs, chairman, Committee on the Orientation of Secondary Education.

Wednesday, February 24, 4.30 p.m.

Open air concert in Municipal Auditorium Plaza by Louisiana State University Band.

Wednesday, February 24, 6 p.m.

College dinners.

Wednesday, February 24, 8.30 p.m.

General session program in preparation.

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Thursday, February 25, 9 a.m.

Report of Committee on Resolutions. General program in preparation.

Thursday, February 25, 2.15 p.m.

Parade of the Krewe of NOR. The Krewe of NOR is the school children's carnival organization of the celebrated Mardi Gras. By special arrangement it will repeat its colorful parade along the streets of New Orleans for all those attending the convention of the Department of Superintendence.

Discussion groups will be organized at this convention on a topical basis. The same topic will be discussed by each special division on three consecutive days so that more than a superficial glance may be had at the problems involved.

Subjects for the twelve division meetings, together with their respective chairmen, follow: "Business Administration as it Applies to Materials and Financing," Homer W. Anderson, superintendent of schools, Omaha, Nebraska; "Teacher Participation in School Administration," E. W. Jacobsen, superintendent of schools, Oakland, Calif.; "The Professional Status of the Teacher," L. W. Mayberry, superintendent of schools, Wichita, Kansas; "The Professional Status of the Superintendent," W. H. Lemmel, superintendent of schools, Quincy, Illinois; "Safety Education," Millard C. Lefler, superintendent of schools, Lincoln, Nebraska; "School Finance," Lloyd W. King, state superintendent of public schools, Jefferson City, Missouri; "Rural Education," Francis L. Bailey, state commissioner of education, Montpelier, Vermont; "Relationship of the Library to the Educational Program," George M. Wiley, assistant state commissioner of education, Albany, New York; "A Public Relations Program for Schools," A. Helen Anderson, supervisor of publications, public schools, Denver, Colorado; "Adult Education," S. M. Brownell, superintendent of schools, Grosse Pointe,

Michigan; "Our Professional Organization Problem," Edgar G. Doudna, secretary, State Board of Regents of Normal Schools, Madison, Wisconsin; "The American Curriculum in Construction," Frederick H. Bair, superintendent of schools, Bronxville, New York.

Important considerations of the agenda of the business sessions at New Orleans involve a new name for the Department of Superintendence and a new method of electing its president. Proposals for both these amendments to the constitution and by-laws were presented at the St. Louis meeting of the Department in February, 1936, by the Committee on a Longer Planned Program, headed by former President Paul C. Stetson, superintendent of schools, Indianapolis.

The change in the name of the organization from Department of Superintendence to American Association of School Administrators does not involve the relationship of the organization with the National Education Association. Advocates of the change point out that the present name does not indicate the national scope of the organization. They call attention to the fact that the name of the Department of Superintendence was changed three times from 1865 until 1907, since which time it has been the Department of Superintendence of the National Education Association.

The change suggested in the election of the chief officer of the Department includes the employment of the preferential ballot, which would be distributed to all members in advance of the convention, so that the election would be completed before the convention assembles.

The convention program will close with an unusual feature on Thursday afternoon when the Krewe of NOR, the children's carnival organization of the Mardi Gras, will entertain convention visitors with a street parade of fifty floats.

The New Orleans Municipal Auditorium contains ample and appropriately designed space for an excellent educational exhibit, which it is expected will reach the high peak obtained in this feature of the convention at St. Louis.

Some Values in Conventions

By SAMUEL ENGLE BURR
Superintendent of Schools
New Castle, Delaware

THE midwinter convention season is here again. This year, Superintendents will go to New Orleans, Progressives to St. Louis, and Childhood Education people to San Antonio. Each group will be accompanied by other school people who meet with these three major organizations. Each convention will draw several thousand people, many of them traveling at public expense.

What justification is there for this use of time, money, and effort on the part of school people?

To me, as a superintendent of schools, there are at least five distinct values in attending these conventions.

The first value is in being away from classrooms, teachers, pupils, parents, office work, and daily mail for a week in the middle of the school year. During this period, the minor details of my work can be put into the background and major policies and issues can receive thoughtful attention without interruption. While riding to the convention city and during free time between convention meetings, the various parts of my job can be pieced together from a new angle and can be viewed from a new and better perspective.

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The second value of the convention is to be found in the speeches, forums, and general discussion meetings. It must be admitted that some of the speakers are disappointing. Some of them present old material; some of them lack stage presence, poise, and style; some of them advance suggestions which cannot be used. In spite of this, each national convention produces a few talks which are so helpful and so worthwhile that they alone justify the trip. It must be recognized, too, that the message which is most helpful to one superintendent or teacher may not be helpful to another. He who attends the conventions must choose with care the meetings which he is to attend and the speakers whom he is to hear.

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The third value of the convention is found in the hotel lobbies. Here old friendships are renewed and new ones are formed. Stories and experiences are exchanged and convention speeches are dissected. It is sometimes of more value to assemble a few of one's friends in the corner of a hotel lobby or in one's hotel room and to hold an open discussion of one another's problems there than it is to attend a general meeting of the convention. This

(Continued on Page 85)

Horace Mann

From "Life of Horace Mann" and Other Writings by A. E. Winship

ON March 2, 1778, an exceptionally intelligent village in Southern Massachusetts was incorporated as a town, and was named after that great genius and statesman, Benjamin Franklin. Some enterprising citizen sent word to Mr. Franklin that it would give great satisfaction to the people if he would present to the town a bell for the church in appreciation of the honor. Mr. Franklin said he hoped that a people who would name a town for him would have more regard for "sense than sound," and he preferred to give them a public library of five hundred volumes. Eighteen years later, May 4, 1796, Horace Mann was born in a humble farmhouse, and that library of Franklin's was the chief factor in giving the world the studious, scholarly, devoted, aggressive educational leader of America.

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Until nearly twenty years of age Horace Mann never went to school more than a few weeks in midwinter, and then to instructors who were "very good people but very poor teachers." The town did not then furnish "free textbooks" and the lad worked many a half-day braiding straw for hats to get the money to buy spelling-book, arithmetic and reader. His father died when he was but thirteen and the boy worked thereafter for the support of the family.

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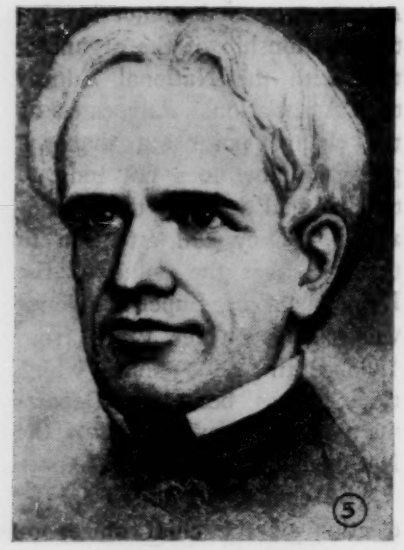
When nearly twenty he came to know an inspiring classical teacher who convinced him that a college course was possible, and within six months from the time he first saw a Latin grammar he was admitted to the sophomore class of Brown University.



HORACE MANN

It was such a six months of study as has rarely been known in America, and it broke his health for life. Nor was this the only evidence of the scholastic strength and brilliancy of Horace Mann. Although he entered the class with no adequate preparation and no literary culture, with all the traditional prejudices against the "short cut" students and those uncultured, he soon led his class and graduated far in advance of any other student. Upon graduating at the age of twenty-three, he remained at Brown as an instructor in Greek and Latin for three years. During his college years he taught country schools a few weeks each winter.

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At the age of twenty-seven Mr. Mann was admitted to the bar, and began practice in Dedham, Massachusetts. While never a great success financially, the court records show that he won four out of five of the cases he tried. In the fourteen years he never seems to have had a case that brought him large returns or high honors, but his record for winning cases has few parallels.

The town of Dedham did him the honor to send him to the legislature for six successive years, as long, indeed, as he lived in that town. At the age of thirty-seven (1833) he moved to Boston, and the same year that senatorial district honored him, as few have been honored in political life, by sending him immediately to the State Senate, where he remained four years, the last two years as president of that body.

During his legislative life he gave most attention to philanthropic matters, especially those connected with the care of the defective classes. To him was largely due the establishment of the Worcester State Hospital. He was one of the most ardent champions in the cause of the deaf and dumb. While engaged in efforts to ameliorate the condition of the unfortunate classes, he became convinced that the greatest need in America was the better education of all children and youth; and he became the legislative champion of the plans of Edward Dwight, James G. Carter, and Robert Rantoul, Jr., for the establishment of a Board of Education.

The cause of education might never have had Horace Mann as its great champion but for a combination of circumstances—financial embarrassment, the absence of the cheer, the comforts and the necessities of home, and the bringing to a close of a legislative career of ten years. While he did not seek the secretaryship of the Board of Education it was urged upon him at an opportune time.

Mr. Mann gave up the practice of law with no apparent re-

grets and wrote, almost with enthusiasm: "I have abandoned jurisprudence, and betaken myself to the larger sphere of mind and morals. Having found the present generation composed of materials almost unmalleable, I am about transferring my efforts to the next. Men are cast iron, but children are wax. Strength expended upon the latter may be effectual, which would make no impression upon the former."

"Let the next generation be my client," was his call to duty as he turned from the courts to the schools.

The spirit with which he entered upon this work can have no better illustration than the reply made to his friends who thought that the office should have some better title than "Secretary of the Board of Education"; "If the title is not sufficiently honorable now, then it is clearly left for me to elevate it; and I would rather be creditor than debtor to the title."

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The first memorable act of the board was to recommend the passage of a law providing for the establishment of normal schools. In March, 1838, Hon. Edmund Dwight, one of the leading members of the board, offered through Mr. Mann $10,000 for the establishment of a normal school under the auspices of the State Board, provided the Legislature would provide a similar sum. Within a month, April 19—a date memorable from so many events—the Legislature accepted the proposition. On May 30 the State Board voted to establish a school in Plymouth county, and December 28 it voted to locate two others at Lexington, Mass., and Barre, Mass. The schools were opened, at Lexington, July 3, 1839; at Barre, September 4, 1839; at Bridgewater, September 9, 1840. The schools at Lexington and Barre were both removed so that Bridgewater is really the oldest normal school on the continent.

Mr. Mann gave much attention to these schools, notably to the one at Lexington.

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His *first* annual report (1837) must have been a revelation in that day as it is without a peer even to this day. He said: "The object of the common school system is to give to every child a free, straight, solid pathway, by which he can walk up from the ignorance of an infant to the knowledge of the primary duties of a man." He devoted the report to an exhaustive, scholarly, mighty treatment of these questions: the situation, construction, condition and number of schoolhouses; the manner in which school-committee-men discharge their duties; the interest felt in the community in the education of all its children; the position in which a certain portion of the community stands in relation to free schools; the competency of teachers. Upon each of these he enlarged with much brilliancy, discussing every phase of these questions.

The *second* annual report (1838) was largely an arraignment of the educational means and methods as he found them.

The *third* annual report (1839) dealt with the people and their responsibility for the improvement of the schools. It also dwelt upon the necessity of public libraries for the general intelligence and upon universal and ever enlarging educational opportunities.

The *fourth* annual report grappled with the great educational vice of the century following the revolution, the local school district, which George H. Martin aptly characterized as "the high-water mark of modern democracy and the low-water mark of the Massachusetts school system." Mr. Mann attempted to remedy this by the union of districts. It is in this fourth report that he deals with greatest vigor with the problems presented by the normal schools.

The *fifth* annual report was the first to create a sensation the world over. There had been a growing reverence for Mr. Mann throughout America and in foreign countries, but it was his fifth report (1841) that was printed at public expense and eighteen thousand copies distributed by the New York legislature, by British Parliament, and translated by the German government. It is a glorious presentation of the effect of education upon the worldly fortunes of men—upon property, upon human comfort and competence, upon the outward, visible, material interests or well-being of individuals and communities. He showed that the aggregate wealth of a town will be increased just in proportion to the increase of its appropriations for schools; tax for schools is an investment and not a burden; money invested in the education of a child will more than double his patrimony. Education ministers to our personal and material wants beyond all other agencies, whether excellence of climate, spontaneity of production, mineral resources, or mines of silver or gold.

The *sixth* annual report attracted comparatively little attention dealing as it did largely with the teaching of physiology in schools.

The *seventh* annual report was almost exclusively concerned with what he saw abroad. Read in the light of modern times when criticism is freely indulged in, one cannot understand why any special exception should have been taken to this report, in which he said: "I have visited countries where there is no national system of education, and countries where

the minutest details of the schools are regulated by law. I have seen schools in which each word and process, in many lessons, was almost overloaded with explanations and commentary; and many schools in which four or five hundred children were obliged to commit to memory in the Latin language, the entire book of Psalms and other parts of the Bible, neither teachers nor children understanding a word of the language which they were prating. I have seen countries in whose schools all forms of corporal punishment were used without stint or measure; and I have visited one nation in whose excellent and well-ordered schools scarcely a blow has been struck for more than a quarter of a century. On reflection, it seems to me that it would be most strange if, from all this variety of system and of no system, of sound instruction and of babbling, of the discipline of violence and of moral means, many beneficial hints for our warning or our imitation could not be derived."

This report appeared in the spring and was immediately construed by the Boston masters as a reflection upon their methods. The first reception of the report was the most enthusiastic given to any of his publications, but the private criticism greatly annoyed him, and he wrote, as early as April: "There are owls who to adapt the world to their own eyes would always keep the sun from rising. Most teachers amongst us have been animated to greater exertions by the account of the best schools abroad. Others are offended at being driven out of the paradise which their own self-esteem had erected for them." The first open attack was through the columns of a religious paper. These attacks became very virulent, and Mr. Mann replied; but in publishing his reply, the editor made some "weak and wicked" comments, to which Mr. Mann also replied. This reply was not published in that paper but printed elsewhere, and a lively newspaper controversy followed.

Through the spring and summer, in nearly every educational convention held throughout the state, some of the grammar masters of Boston, Worcester, and other cities were sure to be upon the program and always with an attack on the ideas presented by Mr. Mann in his *seventh annual report*. But all this, though annoying, was unimportant in comparison with "The *Remarks* on the Seventh Annual Report of the Hon. Horace Mann," a document of 144 pages issued by the thirty-one Boston masters. These "*Remarks*" were prepared by four different members of the Masters' Association, each section read before that body, and then published in the hope that they might "help in some degree to correct erroneous views and impressions, and thus tend to promote a healthy tone in public sentiment in relation to many things connected with the welfare of our common schools."

Up to this time Horace Mann's public utterance had been prepared with the utmost care, with a view to permanence in literature, universal scholarly respect, and the highest influence. Now he forgot all this, and wrote without preparation, and with a feeling of contempt for his antagonists. In this last phase of mind lay his greatest weakness. Notwithstanding his effort in the "*Reply*" to give the impression that he had the greatest respect for teachers —some teachers—one cannot escape the feeling that he had never had any adequate respect for the Boston masters. Its assumptions and assurances were so extravagant, its denunciations so violent, its claims to personal superiority so heroic that it fairly dazed the public and for the moment paralyzed the masters.

The "*Rejoinder*" of the masters, though a mighty document, caused no ripple of excitement. The public interest in the controversy had abated, public judgment was made up, and language counted for little. Mr. Mann was enthroned as the genius of educational progress and few took the trouble to read what was so well said by his antagonists. It was the old, old story with which the world was so familiar. "There is a tide in the affairs of men, which taken at the flood leads on to fortune."

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An inscrutable Providence or a cruel fate led Mr. Mann at the age of fifty-six to accept the presidency of Antioch College, Yellow Springs, Ohio, and attempt the impossible under conditions that chafed and rasped him for the remaining years of his eventful life.

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Time has placed Horace Mann upon the educational throne. In the grounds in front of the state house in Boston stand two statues — one of Daniel Webster and the other of Horace Mann, the only person in Massachusetts whose antagonism in speech and politics led to Mr. Webster's thorough discomfiture. Their differences are forgotten, and admirers of the statesman-orator and of the statesman-educator honor them equally. Mr. Mann's statue is in the most commanding spot in the city of Boston, where his fame is at its height and the Boston masters of half a century have been rearing immortal monuments to the wisdom and devotion of the greatest educator of his time. Nowhere are his praises sung more spiritedly than by the schools in which children are ennobled and inspired intellectually and morally by the Boston masters and their corps of assistants.

Salary Situation in Big Cities

New York—Although salary deductions effective in 1933 are still in force, New York City teachers hope for restoration in 1937. A New York City high school teacher on maximum basic salary of $4,500 has lost $315 annually since 1933, or 7% of basic schedule.

Chicago—Teacher salaries are still 23½% below basic schedule.

Philadelphia — The Philadelphia Board of Education has restored full salary to those receiving $2,300 or less. Those in the higher brackets are still cut 5%.

Detroit—Detroit teachers are now back on basic schedule. Peak cuts in Detroit totalled 20%. Last year cuts amounted to 5% due to a two-week shortened term.

Los Angeles—Salaries will be 6½% below schedule in Los Angeles for 1936-37. Salaries were cut 10% in 1935-36.

Cleveland—All teachers are to be paid 85% of the base salary determined by considering the schedule to have been in full operation continuously since 1930-31.

St. Louis—Salary deductions of St. Louis teachers will total 6% on all salaries over $1,400 in 1936-37. Cuts were 10% in 1935-36.

Baltimore — Cuts applicable until December, 1936, amounted to 3% on salaries of $1,501 to $2,100, 6% on salaries of $2,101 and over. The budget for 1937 has not yet been determined.

Boston—Boston teachers have been on basic schedule since 1934. Cuts were enforced for a year and a half ranging up to 15%.

Pittsburgh—Teachers in Pittsburgh are on full schedule and have been throughout the depression!

San Francisco—Full restoration of salaries for 1936-37 and restoration of automatic increases. Cuts in San Francisco reached a peak of 15% in 1933-1934.

Milwaukee—Teachers in Milwaukee have been on basic schedule since 1934-35. Cuts reached a high of 10% in 1933-1934.

Buffalo—1929 salaries are being paid in Buffalo. An increase given in September, 1929, was cancelled in 1932.

Washington, D. C.—Since April 1, 1935, teachers in the nation's capital have been on basic schedule.

Minneapolis—Teacher salaries were 17% below schedule from February 20, 1936, until June 12, 1936. Full salaries were to be paid for September. Ruling as to the balance of the year was due in September but a report has not been received.

New Orleans — Increments were restored for 1936-37 equivalent to 4.39% of salary budget. All salaries increased 5% in addition. Salaries are now about 13% below pre-depression levels.

Cincinnati — Increments for past four years will be granted at ¼ scheduled value in 1936-37, increment for 1936-37 granted at ½ scheduled value, and all resulting salaries cut about 13%.

Newark—Average reduction of 10% ranging from 7% on salary of $1,000-$1,100 to 25% on excess of salary over $13,000.

Kansas City—Cuts range from 5% to 12½% depending upon salary.

Seattle—92% of basic schedule for 1936-37. Increased from 82½% in 1935-36.

Indianapolis—Reductions still in effect range from 0.85% to 9.9% on salaries of $1,400 to $2,800. Lower brackets raised. Cuts were 4.25%-15.5% in 1935-36.

Rochester—5% below schedule. Peak cuts amounted to 10% to January, 1935.

Jersey City—15% reduction on salaries of $1,000 to $4,000. Reductions in 1935-36 were 23½%.

Louisville—All will be placed on basic schedule and given increments in 1936-37. Then, if necessary, all will be cut back equally to keep within budget. Cuts amounting to 4.75% in 1935-36.

Portland—No data since early 1936. Salaries then were 20% below schedule.

Houston — Teacher salaries have been restored in full. Supervisors, principals, and heads of departments are still 5% below schedule.

Columbus—Salaries are 12½% below schedule in Columbus for 1936-37. They were 17½% below schedule in 1935-36.

Toledo—No restoration in 1936-37, salaries remaining 15% below schedule.

Oakland—Salaries of teachers in Oakland, California, are 4.5% below schedule unless salaries are over $3,300. An 8.2% cut applies to the higher brackets.

Denver—No action has been reported for the budget year beginning December 1, 1936. Cut in basic schedule in force up to December of 10% on salaries up to $3,000, additional 2½% cut on excess over $3,000. No reduction on salaries of $1,500 or less.

Atlanta — Atlanta, with a population of 280,000, is the first city in order of size reporting greater salary cuts than are in effect in Chicago. Cuts there

run as high as 30% on monthly salaries of $300 and over.

Dallas—Cuts in Dallas range for 1936-37 from 5% on smaller salaries to 7% on salaries of over $3,000 a year. Cuts for 1936-37 are 1% lower than in 1935-36.

St. Paul—10% cuts remain in effect in 1936-37.

Birmingham — Salaries of teachers and principals are now about 9% under pre-depression level. Salaries of other employees are 10% below scale.

Akron—5% below schedule for 1936-37. Automatic increase restored.

Memphis—Cuts in 1935-36 were 16 2-3% for teachers, 20% for principals, and 25% for the superintendents. Increases of $5-$15 a month to teachers in 1936-37.

Providence — 10% below schedule for 1936-37, higher by 5% than in 1935-36.

San Antonio—Salaries in September, 1935, were 19% below schedule. Some restoration in 1936-37 is expected.

Omaha—Cuts for teachers range from 21% to 25%. Principals and supervisors vary from 26% to 29%. Some employees in Omaha are worse off than in Chicago.

Syracuse—Full salary schedule paid Syracuse teachers in 1935-6-7.

Dayton—Cuts range from 6% on basic of $110 a month to 15% on salaries of $155 or more.

Oklahoma City—In 1935-36, teachers received 12% restoration on lower bracketed salaries, 8% on salaries of $2,400 and more. Salaries are now not more than 12% below schedule in any class.—*Adapted and Reprinted from Teacher News and Views Published by Chicago High School Teachers Association; December 15, 1936.*

The Challenge of Adult Education

By DANIEL P. EGINTON

THE ever-increasing leisure made possible by greater efficiency and modern technology contains the seeds of opposing forces—destruction and construction. The direction of growth should be guided carefully by our educational and other social agencies and by our social leaders.

If unemployed hands and minds become maladjusted or are permitted to squander themselves, participating in worthless, harmful, or perhaps criminal activities, our social order will disintegrate and crumble from dissipation, corruption, and Corinthian struggles. If energy during leisure is used in creative, valuable, educational and recreational activities which improve the individual and society, there is practically no height which cannot be scaled. We now have the facilities with which to develop a really democratic, beautiful culture or civilization. The question is—Do we have the vision to see the possibilities and capacity to capitalize upon them?

America most certainly is not adult-education conscious! A few educators and others are alive to the issue. Many communities and towns are awakening, but none have arrived. It is startling to most people to learn that many now consider adult education as important as any other type of education! Most people still think that education is a formal process of teaching children lessons in schoolhouses, rather than an informal, interesting process of experiencing, to develop as much as possible—to grow socially, mentally, physically, aesthetically, and morally.

Although adult education should always have received greater emphasis than it has been given, there are several reasons for the present rather sudden shift to adult education, especially since 1930. Some of these are:—

People have more leisure than ever before. This provides the time needed to do many interesting things not possible in an agrarian civilization.

There is an imminent need to provide suitable educational and recreational activities for the unemployed. Millions of idle persons must be challenged and interested in worthwhile things, if the lives of the rest of us are to be preserved.

Educators now recognize that it is desirable to postpone many courses or activities until there is genuine interest and sufficient background to understand. Typical illustrations are work in homemaking and many types of literature. How many high school students can appreciate Milton and Keats?

There are so many socio-economic changes occurring that a broad program is needed to help the lay public understand the reasons for them.

The need of having each community study and analyze its own problems and needs—education,

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1920-A Washington Street, Boston, Massachusetts

health, housing, recreation, transportation, power—is now seen more clearly. Determining and meeting these is one of the most important parts of a comprehensive program of adult education. A community council is excellent here.

Leaders now recognize that we must solve adult problems, such as illiteracy, low cultural standards, ignorance, selfishness, social maladjustment, crime, vocational inefficiency, lack of leadership, and dearth of worthy interests.

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We are beginning to appreciate the need of providing continuous, educational opportunities for everyone from the cradle to the grave. Everybody can and should learn or grow throughout life!

It is now known that many adults prefer worthwhile, educational and recreational activities to unproductive, commercial or other entertainments.

The sounder, modern conception of education as a process of doing worthwhile things has re-vitalized the whole field of adult education. It challenges not only educators; it challenges every social, economic, and political leader concerned with the well-being of man.

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The economic depression has shown conclusively the needs and possibilities in adult education which few suspected up to 1930—literally millions of persons hungry for a chance to improve their minds, hands, bodies, spirits, habits and skills. The teachers employed by relief funds have demonstrated what can be done when the program is adjusted to the needs, interests, difficulties and capacities of adults. They also have shown that many community leaders are able and willing to help in this work.

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The program of adult education in America is still so new that much more experimentation will be necessary before it crystallizes into a more permanent form. We are now just beginning to appreciate the chances which have been missed in the past to provide suitable educational and recreational opportunities for adults. Some high-paid educational executives still have not even recognized the present challenge of adults.

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Organizing and carrying out a satisfactory program of adult education and recreation is quite a different matter from providing educational opportunities for pre-adolescents and adolescents! School superintendents and others should learn this early! Teachers who have earned good reputations working with those who are forced to attend school, for instance, often are dismal failures with adults. Some of the reasons for this are lack of anything to offer adults, lack of sympathetic understanding and treatment, dictatorial attitudes and methods which will not be tolerated by adults, and unwillingness to make the sacrifices needed to meet with adults at the proper time and place. One of the major problems, therefore, is that of providing competent leadership to direct the activities offered to attract and hold adults. It will not be solved in a day!

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The question of what kinds of activities are suitable for adults is a difficult one which must be approached cautiously and scientifically. Experience shows conclusively that most adults most certainly are not interested in traditional, academic courses, such as ancient history, literature, chemistry, sociology, Latin, or algebra, taught in a typically traditional manner! In fact organized classes constitute only a minor part of a complete, ideal program of adult education and recreation. However, it is a very vital and necessary part, provided competent leaders or teachers are secured and suitable activities are offered at a convenient time and place.

Most of the activities for adults should be of an interesting, practical, vocational, or of a hobby recreational type. Adults, for example, are primarily interested in such activities as sewing, cooking, interior decorating, salesmanship, public speaking, auto mechanics, furniture repair, airplane construction, radio, home nursing, art, psychology, music, astronomy, practical law, social etiquette, social dancing, folk dancing, book reports, wood working, English for illiterates, photography, gardening, crafts of various kinds, journalism, business English, typewriting, and shorthand.

Interests vary in different parts of the country, of course, according to the industries, age of persons, size of the community, nationality, or cultural status, financial status. This means that programs must be planned scientifically, rather than traditionally.

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There is only one way to find out the exact needs and interests of adults: That is make a careful survey before setting up the program. This should be done by actually contacting or interviewing prospective students—mothers, fathers, stenographers, factory workers, journalists, unemployed persons, and others to find out their interests and needs and the time and place best suited to them. It will be necessary, however, to get the program started before they can determine their real capacities and interests. These change somewhat due to

the character of the leader and other factors. This is as it should be, because education is a process of exploration and guidance.

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As already indicated, the rather well organized "classes" or activities are only one part of a desirable program of adult education and recreation. There must be several others, if all adults are to be reached and served. We must aim to meet everyone. The other opportunities are so copious it is possible here only to mention some of them. These include providing chances for adults to participate in athletic leagues, sports, dramatic clubs, organized excursions to significant places such as factories or state institutions, informal discussion groups, community forums, minstrels, national culture programs, special clubs such as stamp club or college club, musicals, orchestras, lectures, church activities, guided reading of library materials, hobby nights, art exhibits, programs of museums and art galleries, informal socials, dances, programs of societies and fraternal organizations, commercial and other service clubs, radio programs, Parent-Teacher Associations, and other similar organizations, card parties, gardening, travel, and social work. There are also possibilities of getting adults to help in educational activities, such as directing a school club or helping pupils learn art, music, woodcraft, or sewing.

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The foregoing list of sources and types of adult educational and recreational opportunities indicates how vast the opportunities are in this field for those with vision, skill and understanding. Although the public schools should be leaders in this field, it is imperative to work with many others.

Many of the regular teachers can and should direct some of these activities and contribute to the adult program; others have nothing to offer. This means that additional leadership generally must be provided either by employing special teachers of adult education or by getting community volunteers. There are several paid community leaders, such as preachers, who may make a valid contribution, provided they are correctly guided and prepared for the enlarged responsibilities which unfortunately most of them are not now discharging. Other local leaders or groups and organizations can render valuable service when they are supervised and helped to plan and carry out suitable educational and recreational activities.

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Although education and schooling are synonymous to most people, it is clearly obvious that only a fractional part of a comprehensive adult program of education and recreation can and should be carried out in the schoolhouses. School folk are having great trouble to grasp this point of view. The educator often now needs to reverse the process, and go to the church, home, Rotary Club, Masonic Hall, gymnasium, playground, theatre, either in the capacity of a leader or supervisor of a local leader and help these plan suitable programs. It is as important for the school to discharge the clearing-house functions of co-ordination in adult education as in dealing with young persons. The school might promote home education, for instance, by getting a group of parents together in one of their homes and getting another parent to help them with such things as sewing, cooking, nursing, decorating, planning menus or a recreational program. It might also promote happiness and growth of adults by helping the Rotary Club put on a minstrel, a nationality group to offer courses in illiteracy, a church to organize and carry out appropriate discussion groups as part of its regular program, or help a group of mothers to carry on a careful study of child life. The possibilities are obviously unlimited, if leadership can be obtained which conceives education as a process of fostering a desirable environment and services for everyone, everywhere, all of the time. The immediate problem is that such leadership is difficult to obtain.

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Since all of these public services, such as health, recreation, protection, education, and poor relief, are so inextricably interwoven, they should be considered together and carried out as supplementary parts of a unified, balanced, community program. There are several ways in which this may be and is facilitated.

First, community leaders and the various governmental bodies or agencies, such as the board of education, board of health, and mayor, can and should often consult each other informally, in order to keep in touch with each other's work and try to improve their services.

Second, special, joint meetings of local government bodies and employees can be held periodically to discuss common problems and work out remedial measures.

Third, a special, community council of adult education and planning composed of representatives from the various social groups, organizations and agencies can and should be formed to plan and carry out a satisfactory program of adult educational and recreational activities and other public services.

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IF all the insects of the earth were piled on one end of a huge seesaw and all the other animals including man were crowded on the other end, the end holding the insects would sink down. See article and beautiful color plate, Twenty North American Insects, in THE WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS, the new dictionary of which children say, "It's fun to use."

AFTER the Louisiana purchase had been measured and surveyed, the government found that it had paid only two and one-half cents an acre for it.

IT takes longer to boil potatoes at Denver than at Chicago. Why? See page 61 of USEFUL SCIENCE FOR HIGH SCHOOL. Inviting and sound is the newest contribution in the field of general science, USEFUL SCIENCE, Books I and II, and USEFUL SCIENCE FOR HIGH SCHOOL for the Junior High School years.

The JOHN C. WINSTON COMPANY
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CHICAGO | ATLANTA | DALLAS | SAN FRANCISCO

Psychological Clinic

Conducted by

HELEN F. CUMMINGS, Ph. D.

Research Assistant, Department of Educational Investigation and Measurement

Boston Public Schools

You are cordially invited to consult Dr. Cummings about any problem of mal-adjusted personality. The service is free.

Dear Dr. Cummings:

In a November issue of The Journal of Education, I read of your helps for a group in remedial reading. I am in need of such helps. I teach a third grade but my reading groups range in ability from a Primer to a fifth grade level. Will you kindly send me a list of materials for diagnostic work, and any other suggestions you may have for work for those below or above the group level. Thank you very kindly for any assistance you are able to give.

M. W. P.

Comment—

I am glad to assist with your reading program. The first step in any remedial program is to discover the approximate reading level and the deficient word-recognition skills and information of the pupils. Second, endeavor to ascertain whether there are present undesirable emotional reactions or any physical handicaps which can be corrected. Third, an intelligence test should be given to each child individually in order to obtain the mental age of the reader and to predict his reading readiness. Fourth, a general achievement test should also be given to determine the extent of the learning difficulties of the group.

With your advanced groups, I would suggest free reading, library books from school or library; directed silent reading and audience reading. You could then devote the major portion of your time in the reading period to the remedial reading work.

I am sending you a list of tests and reading materials for use with your group. I am also including a list of books for your assistance in planning a remedial reading program.

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Dear Dr. Cummings:

I am in charge of an elementary school with grades one through six. A pupil in grade four has been reported to me several times for minor infractions of rules and failure in his school work, particularly in arithmetic. B. is eight years and nine months old with an I. Q. of 109 so that his failure seems most serious to me. Miss A., his teacher, is a strict disciplinarian, and there is constant friction between her and B. B. is now preventing the class from receiving an award for a 100 per cent health record, as he refuses to have his teeth attended to by the dentist. Recently when an appointment was made for him at the dental clinic he truanted on that afternoon for the first time. I am anxious to take measures to prevent B.'s conduct from getting more serious. Can you advise me?

W. S. K.

Comment—

B. has evidently a disability in arithmetic which individual tutoring will overcome in a short time. It is apparent that the principal cause of B.'s conduct disorders is his inability to adjust his personality to that of Miss A. Place B. in another grade four with a different teacher, and this difficulty will be lessened. If he then refuses to visit the dentist it is probable that he has a fear of the dentist, either real or imagined. Invite him to visit the dentist with you, and explain to him how simple a matter it really is to have one's teeth filled or extracted by modern methods. His fear will in all probability disappear. This is indeed an incipient behavior case.

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Dear Dr. Cummings:

I am much concerned over the progress of a very intelligent boy, D., in grade nine of the high school of which I am principal. D. is fifteen years old with an intelligence rating of 112, and presumably should be doing work of honor grade. He earns only passing marks, however, since he shows no interest in the work and contributes little to the activities of the classroom. He was brought to my attention because of his constant conflicts with his teachers and his lack of respect for authority. Although he is moody and sullen in the classroom he is well-liked and popular with his companions. I have tried in many ways to secure D.'s cooperation and have used threats, punishments and rewards all to no end.

M. C.

Comment—

D. is chronologically over age for his present grade and has the mental ability to succeed in work on a higher grade level. His disinterestedness and absence of effort are caused by the lack of stimulation in his present grade, and this dissatisfaction is expressed in his sullen attitude and dislike for his teachers. Challenge D. by placing him at once in grade ten and making his stay there dependent upon his earning honor grades in all subjects. Acceleration is quite as important as retardation, and should be resorted to more frequently in the schools.

The News Digest
OF EDUCATION

Fascism Scented

Teacher Oath Law Hit by B. U. Professor

CAMBRIDGE, Mass. — Teachers' oath legislation is akin to the "Fascist spirit which aims to repress all search for truth," and its net effect is to prevent teachers from discussing any controversial subject in the realm of government, economics or social relations for fear of losing their jobs, Professor Edward Collier, of Boston University, told the Cambridge League of Women Voters. As a particular vicious example of such legislation, Professor Collier cited the Georgia oath law, which provides that teachers shall "refrain from directly or indirectly teaching any view of social relations, economics or government, inconsistent with the fundamental principles of patriotism or the high ideals of Americanism."

English Is "Favorite" Study in North Carolina High Schools

RALEIGH, N. C. — The "mother tongue" is still the favorite subject for study among the high school children of North Carolina, where more than 99½ per cent of the people are native-born Americans and a majority are the descendants of English-speaking parents. Those whose forbears are not from the British Isles are from German stock. The Negro population is American born.

Of the 167,946 in the state's high schools, "nearly all" study standard English courses, Clyde Erwin, superintendent of public instruction, said in a report, just issued. "English," he explained, "is the most popular subject of the eighty-six being taught."

The next most popular subject is mathematics — algebra, in this case, which claims the daily attention of 89,358. Citizenship, or civics, courses are being studied by 47,149. Only 150 take North Carolina history; but this, it was explained, is because most of the boys and girls studied this subject in grammar school. However, 25,518 study world history and 29,209 United States history.

French leads Latin in the foreign language field, the figures being 38,764 versus 16,161, while only 118 are studying German and 655 Spanish. Agriculture classes have a combined enrollment of 13,389, and home economics 31,184. Bible classes include 927 students.

Ouster Sought

Minneapolis Council Wants Educator Dropped

MINNEAPOLIS, Minn.—The City Council recently approved, 13 to 11, a motion demanding that the University of Minnesota Board of Regents remove E. E. Nicholson, Dean of Student Affairs. Alderman I. G. Scott, sponsor of the motion, asserted that Dean Nicholson called a meeting of the November-December grand jurors after they had been named, but before they had been sworn in. Alderman Al G. Bastis accused the dean of what he called "meddler's itch." Dean Nicholson, who is head of the former Grand Jury Association, declined to comment. He had explained previously that the new grand jurors were invited to lunch with former grand jurors to acquaint them with their duties and expedite the work of the jury. He denied any intent to influence them. The invitations were sent out by the Law and Order League.

Novel Study

N. H. High School Opens Ski Course

BETHLEHEM, N. H.—A six to eight weeks' course in skiing is now included in the curriculum of the local high school, with more than a score of pupils signed up for instruction under Roland E. Peabody, head of the Franconia Ski School. Weekly classes are held and once a pupil is signed up he or she is bound by the same regulations that are in force in all other recognized school courses in regard to tardiness, absence, and scholarship.

Removal Stopped

Philadelphia to Keep First Franklin Institute

PHILADELPHIA. — Hearing that plans were afoot for the removal of the historic first home of the Franklin Institute to Henry Ford's Colonial Village in Dearborn, Michigan, Mayor S. Davis Wilson offered to buy the building himself if necessary to preserve it on its present site. However, he said shortly after, "I have been assured by several representative Philadelphians that they will see to it that the building is not taken out of Philadelphia."

Review Donations

$100,000,000 Given Columbia Under Butler

NEW YORK.—Gifts in excess of $100,000,000 have accrued to Columbia University since Dr. Nicholas Murray Butler became its head in October, 1901, according to the annual report of the university's financial operations made public by Frederick A. Goetz, treasurer. The largest total for a decade, $46,793,928, was received between 1921 and 1931. The capital resources of the corporations embraced by the university's educational system are given $154,405,864, divided as follows: Columbia University, $119,128,177; Barnard College, $8,928,764; Teachers College, $19,061,388; College of Pharmacy, $621,585, and New York Post-Graduate Medical School, $5,071,230.

Textbook Museum

Education Office Has 25,000 Volumes

WASHINGTON.—Early American textbooks are becoming increasingly scarce each year, according to Martha R. McCabe, assistant librarian of the United States Office of Education, pointing to the value of the Office of Education's collection of textbooks used in American schools from early days to the present time. It is estimated that this "Museum of Textbooks" numbers upwards of 25,000 books. Included in the collection are such well-known schoolbooks of yesterday as Webster's old blue-backed speller, 1857; Mr. Wingate's arithmetic, 1694; The Instructor, 1785; New England Primer, 1843; Peter Parley's Geography, 1844; McGuffey Readers, 1853; Benjamin Franklin Spelling Book, 1822; and Lindley Murray Readers, 1814.

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IF all the insects of the earth were piled on one end of a huge seesaw and all the other animals including man were crowded on the other end, the end holding the insects would sink down. See article and beautiful color plate, Twenty North American Insects, in THE WINSTON SIMPLIFIED DICTIONARY FOR SCHOOLS, the new dictionary of which children say, "It's fun to use."

AFTER the Louisiana purchase had been measured and surveyed, the government found that it had paid only two and one-half cents an acre for it.

IT takes longer to boil potatoes at Denver than at Chicago. Why? See page 61 of USEFUL SCIENCE FOR HIGH SCHOOL. Inviting and sound is the newest contribution in the field of general science, USEFUL SCIENCE, Books I and II, and USEFUL SCIENCE FOR HIGH SCHOOL for the Junior High School years.

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Psychological Clinic

Conducted by

HELEN F. CUMMINGS, Ph. D.

Research Assistant, Department of Educational Investigation and Measurement

Boston Public Schools

You are cordially invited to consult Dr. Cummings about any problem of mal-adjusted personality. The service is free.

Dear Dr. Cummings:

In a November issue of The Journal of Education, I read of your helps for a group in remedial reading. I am in need of such helps. I teach a third grade but my reading groups range in ability from a Primer to a fifth grade level. Will you kindly send me a list of materials for diagnostic work, and any other suggestions you may have for work for those below or above the group level. Thank you very kindly for any assistance you are able to give.

M. W. P.

Comment—

I am glad to assist with your reading program. The first step in any remedial program is to discover the approximate reading level and the deficient word-recognition skills and information of the pupils. Second, endeavor to ascertain whether there are present undesirable emotional reactions or any physical handicaps which can be corrected. Third, an intelligence test should be given to each child individually in order to obtain the mental age of the reader and to predict his reading readiness. Fourth, a general achievement test should also be given to determine the extent of the learning difficulties of the group.

With your advanced groups, I would suggest free reading, library books from school or library; directed silent reading and audience reading. You could then devote the major portion of your time in the reading period to the remedial reading work.

I am sending you a list of tests and reading materials for use with your group. I am also including a list of books for your assistance in planning a remedial reading program.

•

Dear Dr. Cummings:

I am in charge of an elementary school with grades one through six. A pupil in grade four has been reported to me several times for minor infractions of rules and failure in his school work, particularly in arithmetic. B. is eight years and nine months old with an I. Q. of 109 so that his failure seems most serious to me. Miss A., his teacher, is a strict disciplinarian, and there is constant friction between her and B. B. is now preventing the class from receiving an award for a 100 per cent health record, as he refuses to have his teeth attended to by the dentist. Recently when an appointment was made for him at the dental clinic he truanted on that afternoon for the first time. I am anxious to take measures to prevent B.'s conduct from getting more serious. Can you advise me?

W. S. K.

Comment—

B. has evidently a disability in arithmetic which individual tutoring will overcome in a short time. It is apparent that the principal cause of B.'s conduct disorders is his inability to adjust his personality to that of Miss A. Place B. in another grade four with a different teacher, and this difficulty will be lessened. If he then refuses to visit the dentist it is probable that he has a fear of the dentist, either real or imagined. Invite him to visit the dentist with you, and explain to him how simple a matter it really is to have one's teeth filled or extracted by modern methods. His fear will in all probability disappear. This is indeed an incipient behavior case.

•

Dear Dr. Cummings:

I am much concerned over the progress of a very intelligent boy, D., in grade nine of the high school of which I am principal. D. is fifteen years old with an intelligence rating of 112, and presumably should be doing work of honor grade. He earns only passing marks, however, since he shows no interest in the work and contributes little to the activities of the classroom. He was brought to my attention because of his constant conflicts with his teachers and his lack of respect for authority. Although he is moody and sullen in the classroom he is well-liked and popular with his companions. I have tried in many ways to secure D.'s cooperation and have used threats, punishments and rewards all to no end.

M. C.

Comment—

D. is chronologically over age for his present grade and has the mental ability to succeed in work on a higher grade level. His disinterestedness and absence of effort are caused by the lack of stimulation in his present grade, and this dissatisfaction is expressed in his sullen attitude and dislike for his teachers. Challenge D. by placing him at once in grade ten and making his stay there dependent upon his earning honor grades in all subjects. Acceleration is quite as important as retardation, and should be resorted to more frequently in the schools.

The News Digest OF EDUCATION

Fascism Scented

Teacher Oath Law Hit by B. U. Professor

CAMBRIDGE, Mass. — Teachers' oath legislation is akin to the "Fascist spirit which aims to repress all search for truth," and its net effect is to prevent teachers from discussing any controversial subject in the realm of government, economics or social relations for fear of losing their jobs, Professor Edward Collier, of Boston University, told the Cambridge League of Women Voters. As a particular vicious example of such legislation, Professor Collier cited the Georgia oath law, which provides that teachers shall "refrain from directly or indirectly teaching any view of social relations, economics or government, inconsistent with the fundamental principles of patriotism or the high ideals of Americanism."

Ouster Sought

Minneapolis Council Wants Educator Dropped

MINNEAPOLIS, Minn.—The City Council recently approved, 13 to 11, a motion demanding that the University of Minnesota Board of Regents remove E. E. Nicholson, Dean of Student Affairs. Alderman I. G. Scott, sponsor of the motion, asserted that Dean Nicholson called a meeting of the November-December grand jurors after they had been named, but before they had been sworn in. Alderman Al G. Bastis accused the dean of what he called "meddler's itch." Dean Nicholson, who is head of the former Grand Jury Association, declined to comment. He had explained previously that the new grand jurors were invited to lunch with former grand jurors to acquaint them with their duties and expedite the work of the jury. He denied any intent to influence them. The invitations were sent out by the Law and Order League.

Novel Study

N. H. High School Opens Ski Course

BETHLEHEM, N. H.—A six to eight weeks' course in skiing is now included in the curriculum of the local high school, with more than a score of pupils signed up for instruction under Roland E. Peabody, head of the Franconia Ski School. Weekly classes are held and once a pupil is signed up he or she is bound by the same regulations that are in force in all other recognized school courses in regard to tardiness, absence, and scholarship.

English Is "Favorite" Study in North Carolina High Schools

RALEIGH, N. C. — The "mother tongue" is still the favorite subject for study among the high school children of North Carolina, where more than 99½ per cent of the people are native-born Americans and a majority are the descendants of English-speaking parents. Those whose forbears are not from the British Isles are from German stock. The Negro population is American born.

Of the 167,946 in the state's high schools, "nearly all" study standard English courses, Clyde Erwin, superintendent of public instruction, said in a report, just issued. "English," he explained, "is the most popular subject of the eighty-six being taught."

The next most popular subject is mathematics — algebra, in this case, which claims the daily attention of 89,358. Citizenship, or civics, courses are being studied by 47,149. Only 150 take North Carolina history; but this, it was explained, is because most of the boys and girls studied this subject in grammar school. However, 25,518 study world history and 29,209 United States history.

French leads Latin in the foreign language field, the figures being 38,764 versus 16,161, while only 118 are studying German and 655 Spanish. Agriculture classes have a combined enrollment of 13,389, and home economics 31,184. Bible classes include 927 students.

Removal Stopped

Philadelphia to Keep First Franklin Institute

PHILADELPHIA. — Hearing that plans were afoot for the removal of the historic first home of the Franklin Institute to Henry Ford's Colonial Village in Dearborn, Michigan, Mayor S. Davis Wilson offered to buy the building himself if necessary to preserve it on its present site. However, he said shortly after, "I have been assured by several representative Philadelphians that they will see to it that the building is not taken out of Philadelphia."

Review Donations

$100,000,000 Given Columbia Under Butler

NEW YORK.—Gifts in excess of $100,000,000 have accrued to Columbia University since Dr. Nicholas Murray Butler became its head in October, 1901, according to the annual report of the university's financial operations made public by Frederick A. Goetz, treasurer. The largest total for a decade, $46,793,928, was received between 1921 and 1931. The capital resources of the corporations embraced by the university's educational system are given $154,405,864, divided as follows: Columbia University, $119,128,177; Barnard College, $8,928,764; Teachers College, $19,061,388; College of Pharmacy, $621,585, and New York Post-Graduate Medical School, $5,071,230.

Textbook Museum

Education Office Has 25,000 Volumes

WASHINGTON.—Early American textbooks are becoming increasingly scarce each year, according to Martha R. McCabe, assistant librarian of the United States Office of Education, pointing to the value of the Office of Education's collection of textbooks used in American schools from early days to the present time. It is estimated that this "Museum of Textbooks" numbers upwards of 25,000 books. Included in the collection are such well-known schoolbooks of yesterday as Webster's old blue-backed speller, 1857; Mr. Wingate's arithmetic, 1694; The Instructor, 1785; New England Primer, 1843; Peter Parley's Geography, 1844; McGuffey Readers, 1853; Benjamin Franklin Spelling Book, 1822; and Lindley Murray Readers, 1814.

Practical Help

Vermont Girl Offers To Darn Socks for University

BURLINGTON, Vt.—The prospect of darning the socks of the whole University of Vermont does not appall one girl, who apparently is taking the home economics course pretty seriously—in fact she actually seeks the job through a notice placed on the university bulletin board. And socks are not the only things she offers to repair—such services as turning of collars and cuffs on men's shirts, and fitting of dresses for girls, are also listed in her announcement. This girl—a junior—is not alone in using the bulletin board to advertise services which help pay college expenses. Other students offer knitting instruction, hair dressing, typing, and taxi service.

Sick Pay Refund

New Sick Leave Rule Sought by N. Y. Teachers

NEW YORK.—Delegates of several teachers organizations throughout the city voted recently in favor of the immediate refund of salary deductions for absence due to illness. They met under the auspices of the Teachers Union. After a long discussion of the by-law of the Board of Education dealing with this subject, the delegates approved a motion that "all absence refunds be automatic, without the interference of committee, and, further, that they be granted upon the basis of a signed statement by a qualified physician." Dr. Bella V. Dodd, who presided, said that the members of the Teachers Union had disapproved a requirement of the Lindlof report on the matter of illness, which made it necessary for a local committee of school officials and board members to pass upon the teacher's sick leave.

Dr. Frank Ousted

Confidence Voted Sellery, His Successor

MADISON, Wis. — The Board of Regents of the University of Wisconsin voted 8 to 7 early in January not to renew President Glenn Frank's contract on its expiration June 30. Dr George C. Sellery, Dean of the College of Letters and Science, was named acting president. In addressing faculty members Sellery won a tacit vote of confidence. The Daily Orange, Syracuse University student newspaper, has recommended in a recent editorial that Dr. Frank be considered as a successor to Dr. Charles W. Flint as chancellor at Syracuse. The prospect of a Legislative inquiry into the removal of Dr. Frank dwindled later when Governor LaFollette's Progressive followers succeeded in winning enough converts from Democratic and Republican ranks to seize control of both houses of the Legislature. This, however, was understood not to mean that the matter of Dr. Frank's removal by a board of regents dominated by appointees of the Governor will become a dead issue at this session.

Money Penalty

Oklahoma to Fine Flunking Students

NORMAN, Okla.—A flunking fine for students at the University of Oklahoma was described by President W. B. Bizzell as an experiment to lift student grades, not to enrich the school treasury. The $3 fine for each semester-hour failed goes into effect this second semester. The total fines likely were estimated by George Wadsack, registrar, at more than $12,000. The money taken in will be used, he said, as part of the university's revolving fund to "pay for the overload work for instructors," describing "overload" as the work of the university to putting the same student twice through the same course.

Dr. James Chalmers

FRAMINGHAM, Mass.—Dr. James Chalmers, president of the Framingham State Teachers College from 1916 to 1930, died recently at Melbourne, Fla., at the age of seventy-seven. Dr. Chalmers played a prominent part in Massachusetts educational circles for many years. At one time he was a member of the Massachusetts Board of Education. He lectured also at the Summer School sessions of Columbia University on literature. He edited various school classics and was the author of several books dealing with Biblical literature. He was at one time president of the South Dakota State College.

Math Men Meet

Dr. R. L. Moore, of Texas Picked as President

CHAPEL HILL, N. C.—The American Mathematical Society and the Mathematical Association of America, the first at its forty-third and the second at its twenty-first annual meeting, recently completed a joint-session at Duke University and the University of North Carolina. This was the first time the two purely mathematical bodies in the United States had met in the Southeast, and the event was declared highly successful. Dr. R. L. Moore, of the University of Texas, was elected president of the American Mathematical Society to succeed Dr. Solomon Lefschetz, of Princeton University.

Student Shift

Moslems in Majority At Istanbul Colleges

ISTANBUL, Turkey. — American colleges in Istanbul used to be shunned by the Turks. Their students were almost all Christians from among minority racial groups. Today, however, four-fifths of their enrollment consists of Turkish students, the majority of whom are Moslems, eager to learn American engineering methods and the ways of Western civilization in general, according to President Walter Livingston Wright, of the Istanbul American Colleges.

Educator Wants Public Schools To Be Government's Mouthpiece

PORTLAND, Ore.—Public schools should be used as the mouthpiece of the Government for presenting its program and avoiding constant change or revolution in the social structure of the nation, was the theory advocated by Dr. Henry Hodges, of the University of Cincinnati, before the annual meeting of the Oregon State Teachers' Association here.

Four general courses are offered for presentation by education, said Dr. Robert L. Southerland, of Bucknell University, as follows:—

1. Ignore social problems and teach traditional cultural subjects.

2. Teach cultural subjects, but make the school a practical, co-operative community of students and aid in solving their problems.

3. Have school aid social control by serving as propaganda agent of the Government or some political reform movement.

4. Have the school and professors attempt to mold public opinion and personally project it by participating in political and governmental activities.

"The second course is an improvement over the first, but we find that students leaving the ideal social environment in school are face to face with graft, corruption, and selfishness," said Dr. Southerland.

Much of college research is "just pure piffle done at the expense of our students," according to Professor William C. Jones, of Willamette University.

Leading Textbooks on Exhibition at

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THE ALICE AND JERRY BOOKS, Grades One through Three.

Top place by popular acclaim . . . these new basic readers have received that deserved recognition in one year.

Companion books, Teachers' Guidebooks, Word, Phrase and Sentence Cards available, as well as a complete Testing Program.

OUR NATION HISTORY SERIES, Grades Four through Eight.
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OUR NATION'S DEVELOPMENT, Grades Eleven or Twelve
A NEW INTRODUCTION TO ECONOMICS, Grades Eleven or Twelve
PLANE GEOMETRY AND ITS USES, Enlarged and Revised, Grade Ten
SOLID GEOMETRY AND ITS USES, Enlarged and Revised, Grade Eleven

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Two-Year Trial

Military Science Not Compulsory at M. I. T.

CAMBRIDGE, Mass.—For a two-year trial period beginning in September, students at Massachusetts Institute of Technology will not be compelled to include military science in their curriculum, the faculty has announced. Two years of military science have hitherto been required for any degree at M. I. T. Since last September, however, 200 names have been signed to a petition objecting to continuance of the course as a compulsory subject. Three alternatives will take the place of the compulsory course in military science. International law, history of arbitration, and diplomacy have been named as the alternative subjects. The course in military science will be continued, however, for those who desire it.

School Row

County Committee's Ban On Military Training Fought

LONDON.—The fact that the Education Committee of the London County Council has banned military training in the county schools is strongly resented by members of the Municipal Reform party and the Socialists are to be challenged at every stage. Eric Hall, who, with Viscount Sandon, first drew attention to the matter, told a representative of a London paper that at a meeting of the Education Committee he had tried to get the offending paragraph withdrawn. Because of the Socialist majority on the committee, however, he had not succeeded. Field Marshal Sir Claud Jacob, commandant of the Church Lads Brigade, said: "I look upon this decision as ridiculous and short-sighted. Our object is to turn out young men who will be really good citizens of the empire. I see no harm in military training as such, because that also teaches men and boys real discipline. It is absurd to suggest, as this report does, that military training is being forced upon young men. There is no compulsion about the cadet movement at all."

Buy Airplane

Installment Plan Used to Acquire Craft

SAN JOSE, Calif.—Recently formed by twenty students of aeronautics at San Jose State College, the State Flying Club has purchased a monoplane for $1,470. It was bought on a co-operative basis, with each member contributing $25 and pledging an additional $4.80 per month until the remainder is paid. The plane is kept at the San Jose airport for instruction of the members.

Women Protest

Want Co-Education In Norway Academy

OSLO, Norway.—Norwegian women are protesting against the plans for a humanitarian academy, for boys only. The new academy is to impart knowledge on the subject of western European ideals. It is to teach the development of a "free personality" in which every faculty is developed. It is to show the need for co-operation and for the fullest understanding of international responsibility. But only boys are to learn. This, the women of Norway say, is not right. They believe that a state in which men are taught to understand the things of social and political life, while women are given the role of respectful admiration for their accomplishment, is not an enlightened state.

Educational Leadership Seen Leaving New England for West

BOSTON. — "The principles and ideals which Horace Mann fought to instill and to maintain in our system of education are rapidly disappearing, to the great detriment of the people of the Commonwealth of Massachusetts," declared Dr. Arthur H. Wilde, dean-emeritus of Boston University's school of education.

"Educational conditions in this State in the last decade have so declined that Massachusetts can no longer boast absolute educational leadership. Rather it has swung to the West," Dean Wilde said.

"For years after the founding of the public school system of education by Horace Mann," the Boston University educator continued, "Massachusetts was the leading educational centre of the country. Wherever a New Englander went, he spread the gospel of Horace Mann. Today the schools of the West and other parts of the country have instilled a system of education that is rapidly gaining prestige over our system in this State."

"I believe," Dean Wilde concluded, "that Massachusetts will not resume her place as a leader in the field of education until there is a more unified public sentiment in this State that will force through the Legislature bills correcting the abuses in our system of education today."

Oppose War

Student Organizations Mobilize for Peace

CHICAGO.—Support of the "peace strike" and opposition to compulsory military training in schools and colleges seem to be taking their place as fairly settled policies with the organized student youth in this country. Both national student conventions meeting recently — the American Student Union here and the National Student Federation in New York City — renewed their stand on both points. In its unanimous endorsement in behalf of its 10,000 members, the Student Union announced that it expected to win the adherence of a million high school and college students to strike this April.

Lunch Boycott

Buffalo High Pupils Protest Price Jumps

BUFFALO, N. Y.—A "strike" of Bennett High School pupils against the city-run school cafeteria in protest against the prices spread to other schools. Pupils at the school where the boycott started after prices on some articles had been raised, abandoned their intention of remaining in their classroom seats during lunch periods. Instead thirty pickets appeared in the cafeteria to prevent sales. Students have been bringing their lunches since the boycott began. Students picketed South Park High School, and many pupils brought their lunches.

Nickel Meal

School Children Get Noon Lunch in N. Y. A. Plan

MEREDITH, N. H. — Through a National Youth Administration project seventy children in the local grammar school are receiving their noonday meals at a nickel a day. Those youngsters whose parents cannot afford to pay for the meals are fed by the project at the expense of a fund raised by local service clubs. Originally the service was established for pupils who lived at such a distance from the school that it was hard for them to get home for the noon-day meal. Today fifty boys and girls pay for their dinners each day while twenty more are aided by the service club fund. "Not only is this project of great value to young people of Meredith," declares Park R. Hoyt, Jr., N. Y. A. district supervisor, "but the N. Y. A. workers themselves derive real profit through the opportunity to get experience in the preparation of menus, the serving of foods, and the acquirement of good work habits."

Alexander Glennie

NEWARK, N. J. — Alexander J. Glennie, principal of the Miller Street School and general supervisor of evening schools here, died recently. He had been with the Newark school system for thirty-one years, coming here after teaching for seventeen years in New York State. Mr. Glennie served as president of the State Teachers' Association in 1919-1920 and was active in legislative work for teachers' organizations. In 1934 he received the annual award of the State Teachers' Association for distinguished service to education.

Married Teacher

Only One Qualified So Is Hired in Everett

EVERETT, Mass.—The question of employment of married women teachers, which has agitated local school boards for several years, bobbed up at a recent meeting of the board, and by a 5-4 vote the placing of a married woman teacher on a list as a "permanent substitute" was sanctioned. The appointment of the married woman as a substitute was recommended by Superintendent of Schools Frederick A. Ashley. He said there was no other qualified applicant available. Superintendent Ashley reported that the average cost per pupil to the city last year was $79.04, whereas in other cities of the state the cost struck an average of $99.56. Committeeman Daniel J. Jameson was re-elected chairman of the board, and Gustav F. Braun, vice-chairman.

GOOD TEACHERS IN DEMAND

Largest Teachers' Agency in the West. Est. 1906. Unexcelled Service. Copyright Booklet, "How to Apply, etc." free to members, 50c to non-members.

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Hits Change

Dr. Brown Defends Teaching Methods

WILLIAMSBURG, Va. — A sharp attack on what he called efforts to tear down established methods of teaching was made by Dr. Carleton Brown, of New York University, in an address before the convention of the Modern Language Association of America here. Not only are organized efforts being made to modify the methods, he declared, but also to change the objectives of education in this country. In many of the "attacks on the castle" of education, Dr. Brown said, "the foreign label is easily discernible." Replying to assertions that "secondary education should be organized in terms of society-centred program in preference to either the child-centred or the curriculum-centred program," Dr. Brown declared: "This is truly a notable departure from individualism, either rugged or otherwise. But, are we yet prepared to accept the doctrine that education has as its fundamental purpose the service of the State rather than the development of the individual?"

Success Recipe

Good Student Found To be Alert and Healthy

ATHENS, Ga. — The student who leads his class usually has not only every gift of the gods in the shape of good health, good hearing, and good eyesight, but also a greater personal interest in study and a willingness to devote more hours to it than the other fellow. This is the conclusion of Professor A. S. Edwards and Miss M. M. Ziegler from a study made at the University of Georgia.

Language Link

Teachers Advise Study of Spanish

CHAPEL HILL, N. C.—The project for cultural exchanges between the twenty-one American Republics, launched at the Buenos Aires Pan-American peace conference, was strongly reinforced at the sessions of the American Association of Teachers of Spanish here. Emphasis at the convention was on this and other hopeful subjects, rather than on Spain's civil war, which is blighting the fountain source of Spanish culture. Dr. Alfred Coester, of Stanford University, editor of the association's periodical Hispania, urged, in an address, that Spanish-American literature illustrate and interpret Spanish-American history.

Student Opinion

End Commencement, Editorial Demands

FAYETTEVILLE, Ark.—An editorial in the University of Arkansas student newspaper advocating abolition of Commencement stirred debate on the time-honored ceremony. John Hutchinson, editor, Long Beach, Calif., writing in the Arkansas Traveler, urged abolition of "the expense, nuisance, and nonsense of graduation week." "That's just the younger generation popping off," commented Dr. W. N. Gladson, vice-president of the university. "I believe a majority of the students approve of Commencement," said Miss Betty Cunningham, Arkadelphia, Ark., vice-president of the student council.

She'll soon be enjoying her first stick of Gum

IF children like to chew gum, let them. It's good for them. In fact, it's important all through their pre-school and school years. Chewing gum *every day* five to ten minutes, especially after eating, helps keep their teeth scoured clean and white and is an aid to mouth health. There is a reason, a time and a place for Chewing Gum.

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Book Reviews

McGuffey Memorialized

WILLIAM HOLMES McGUFFEY AND HIS READERS; OLD FAVORITES FROM THE McGUFFEY READERS. Edited by Harvey C. Minnich, Curator of the McGuffey Museum. New York, Cincinnati, Chicago, Boston, Atlanta, Dallas, San Francisco: American Book Company.

One of the strongest influences in American education during the nineteenth century was the McGuffey readers. So profound was the impression made by those books upon the literary tastes and moral standards of the boys and girls, that a strong cult of McGuffey admirers, not to say worshipers, still exists—with Henry Ford as an acknowledged member, interested to the extent of putting up funds to perpetuate the memory of William Holmes McGuffey and his work.

The present publication of a pair of McGuffey volumes marks the one hundredth anniversary of the first McGuffey reader, issued in 1836.

The first volume deals with McGuffey the man. It depicts him as entirely human, thoroughly idealistic, modest in regarding himself as merely an instrument for passing along what other men had written. The public will enjoy learning more about this important schoolman whose name is so often spoken with reverence by leaders in our modern life. Many of these leaders doubt whether the time has arrived when the McGuffey standards of rugged individualism, hard work and thorough integrity can safely be superseded. But opinions will differ, and this is no place to settle such an argument.

The second volume of this memorial set comprises a wide variety of "old favorites," selected by vote of McGuffeyites and the judgment of a distinguished committee. The selections range from primer to sixth reader. Many a heart will glow with recollections as half-forgotten passages are recalled to mind. Many an old timer—and many another who inherited the McGuffey influence second hand through some other series of texts—will wish to recite certain parts from memory, testing their recital against the quoted words in this McGuffey reincarnation volume.

Professor Minnich and those associated with him in the production of this testimonial book-set, are to be congratulated upon the historic significance of their fine achievement, as well as upon its timely interest—tying in so neatly with the Horace Mann centenary which is being observed simultaneously.

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Our Country's Progress

THE AMERICAN PEOPLE AND NATION. By Rolla M. Tryon, University of Chicago; Charles R. Lingley, late Professor of History, Dartmouth College, and Frances Morehouse, Hunter College. Boston, New York, Chicago, London, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

The difficult problem of presenting history in chronological order and in logical order also was quite generally overlooked until recent years. History texts were regarded as satisfactory if they detailed the more conspicuous events in their proper time sequence. Today, educators believe that history should be revealed by themes and topics as well as by the procession of dates which enables the student to gain an outline view of the major panorama.

"The American People and Nation" meets this recognized difficulty by organizing the subject matter under some eight main divisions, following one another chronologically; and by treating matters topically within each such division.

This excellently written text, well adapted to the capacities of children in the upper elementary and junior high school years, develops a broad concept of what has taken place in the United States since the beginning—before ever the nation had been visualized as such. Social and cultural aspects of our civilization receive their due shares of treatment. Wars and presidential terms are not given so much prominence as to overshadow affairs of deeper meaning for the present and the future of our country.

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Much-Alive Latin

NEW ELEMENTARY LATIN. By B. L. Ullman, Chicago University, and Norman E. Henry, Peabody High School, Pittsburgh. New York, Boston, Chicago, Dallas, Atlanta, San Francisco: The Macmillan Company.

Latin has never been a dead language unless a dead instructor or a dead textbook made it so. Both the language of the ancient Romans and their laws and customs are still with us today, in our own language, institutions and customs. Hence it is only doing the fair thing by Latin to "sell" it as a living, present-day reality to modern boys and girls—as the authors have so well succeeded in doing in this revised edition of "New Elementary Latin."

After an admirable introduction which provides the needful background and springboard for the course, the pupil is led by carefully graded stages toward a mastery of the Latin language, and toward a realization of manners, the customs and the thoughtways of the Romans.

Repeatedly the relationship between English words and their Latin antecedents is pointed out.

A special feature of this alluring gateway to ever-living Latin, is its adaptability to the use of teachers who employ the inductive method. The connected narratives in Latin have been so arranged that they can be taken up before the pupil has conned the vocabulary, forms and rules of the lesson.

It is interesting to note, also, that the authors assume no previous knowledge of English grammar on the part of the student. More English grammar has been learned through the study of Latin than in any other fashion, it is safe to say.

It is the lack of a text like this one that has allowed the impression to go about that the study of Latin is a waste of time that should be given to more vital matters.

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Unescapable

TAXES, BENEFIT AND BURDEN. By M. Slade Kendrick and Charles H. Seaver. New York and Chicago: Newson & Company.

It is gratifying to see a subject which is usually shunned and abhorred because of its supposed dullness, boldly assailed and broken down to a condition in which it can be grasped by a child or young person.

"Taxes" is a pocket-sized volume that has done just this.

The authors make no pretence of having written a whole course in elementary civics into this modest treatise on taxes, but the pupil who reads the text from beginning to end will acquire a very practical knowledge of what his respective governments do and why and how they go about it.

To see the close relationship between governmental services and the tax load, is to be posted on a matter that touches every one's prosperity and well being. To be able to discern the hidden taxes and to perceive how inescapable these are, is to become imbued with a determination to hold lawmakers to strict account of their financial stewardship.

The book is in narrative style and should hold the pupil's voluntary attention while giving him much to think about.

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Values in Conventions

(Continued from Page 67)

informal situation, in which frank opinions may be expressed, can be most stimulating and useful if kept on a practical school basis.

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Value number four comes from the professional and commercial exhibits which have become a feature of every school convention. These exhibits and the school people or sales people in charge of them are worthy of time and attention. They offer the best possible way of keeping up to date in matters of books, supplies, equipment and methods.

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A fifth value is the trip itself After a few days in New Orleans, St. Louis, or San Antonio, any superintendent of schools should be able to return home with new experiences which hold values for his community.

Salary Slash

Mayor Marks School Pay "Subject to Cut"

NEWBURYPORT, Mass. -- Mayor Andrew J. Gillis marked the semi-monthly school department payroll in January "subject to 25 per cent cut," it was learned at City Hall. The mayor has now marked every payroll in the city in such manner and if he carries out his plan to slash salaries one-quarter the reductions will be retroactive.

Lip Reading

Atlanta Helps Those Hard of Hearing

ATLANTA, Ga.—Lip-reading classes for deaf and partially deaf students are conducted by the Atlanta public school system.

Excavation

Relics of Old Academy Dug Up in Richmond

RICHMOND, Va.—Foundations for the Richmond Academy of Arts and Sciences, organized more than 150 years ago, were unearthed recently by workmen excavating for a new building.

Vocational Talks

Free Lectures for High School Pupils

BOSTON. — Northeastern University has announced a series of twenty free vocational lectures designed to acquaint High School juniors and seniors with business opportunities in representative fields. On successive Saturday mornings, two outstanding authorities in engineering, industry, commerce, and merchandising will discuss their respective fields. The lectures are sponsored as a public service and are open to not only students, but parents, teachers, advisers, guidance officers, and other interested persons.

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Grins Between Grinds

Forgetful

Mrs. Fuddle—"William, you haven't kissed me for three whole days."

Professor Fuddle (absently)—"Good Heavens! You don't mean that! Then whom have I been kissing?"

• •

In a Nutshell

One of the requirements in a written examination was: "Define a bolt and nut and explain the difference, if any."

One girl wrote: "A bolt is a thing like a stick of hard metal, such as iron, with a square bunch on one end and a lot of scratching wound around the other end. A nut is similar to the bolt only just the opposite, being a hole in a little chunk of iron sawed off short, with wrinkles around the inside of the hole."

A Shutdown

A man was in the habit of coming home very late, and his wife had threatened to bolt the door on him if it occurred again.

The next night it was as late as ever when he put his key in the lock, but, sure enough, it was bolted against him.

His wife appeared at an upstairs window and, after upbraiding him, said: "Where have you been, anyhow?"

"I've been sitting on the committee to consider the strike," replied the husband.

"Oh, have you? Well, you can just sit on the doorstep now and consider the lock-out," replied his wife, slamming down the window.

• •

Just About

School Teacher—"Johnny, can you tell me the difference between perseverance and obstinacy."

Johnny—"One is a strong will and the other is a strong won't."

A Layer Below

A bricklayer applied for a job on a building. Apparently he was satisfactory, for the foreman told him he could start in the morning.

"There's just one thing, foreman," said the bricklayer. "I should like to work here very much, but I can't see anywhere where I can park my car."

The foreman looked him over for a moment, and then turned away.

"You won't need no place to park," he returned over his shoulder. "This is a high-class job, and we're only taking bricklayers with chauffeurs."

• •

Couldn't Resist

The haughty senior girl sniffed disdainfully as the tiny freshman cut in. "And just why did you have to cut in when I was dancing?" she inquired nastily.

The freshman hung his head with shame. "I'm sorry, ma'am," he said, "but I'm working my way through college and your partner was waving a $5 bill at me."

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